

EVALUATION OF STUDENTS

EvaluationA. Basis for Evaluation

1. All report grades will be based on achievement or performance, that is, on what the pupil does.
2. In evaluating student achievement, each teacher shall make use of all available information, including results of teacher-made tests and other measures of skill and content mastery, writing assignments, and teacher observation of student performance.
3. Letter grades shall be reported to parents at 3rd grade and above. Teachers shall maintain numerical grades, which shall be available to parents upon request. The numerical scale shall be as follows:

A = 94 – 100

D = 70 – 77

B = 86 – 93

F = Below 70

C = 78 – 85

I = Incomplete (see F. below)

4. When averaging reporting period grades, no grade below 60 shall be used through grade nine, 1st Semester (1st and 2nd Nine Weeks).
5. Teachers should never use grades as punishment for bad behavior or as rewards for good behavior.

B. Evaluation of Regular and Remedial Students in Elementary Grades

1. The grade level will be indicated in the major subject areas of language, reading, and math on the report card, and grades will reflect achievement at the level indicated.
2. Students receiving grades of “C” or higher on below grade-level work at the end of a report period will be immediately reevaluated, and consideration will be given to placement in a higher level of work. This may be accomplished by providing more advanced work to these students within their section or by moving them to a more advance section within the class.
3. It is important that each student be challenged to do his best work and that grading standards be sufficiently high. A lower grade-level designation should not be used to avoid giving “F’s” when the student can perform at the achievement level of the grade to which assigned and is not doing so.

C. Evaluation of Special Education Students

1. In courses taught by regular classroom teachers, the following guidelines apply.
 - a. The special education student is expected to meet the same objectives as any other student, unless otherwise stated in the student's Individualized Education Program (IEP).
 - b. The teacher actually teaching the class will give the grade for that subject. The grade level must be indicated in grades K through 7.
 - c. The regular classroom teacher should consult the special education teacher before assigning grades to students who receive resource help in their subject.
 - d. The regular class teacher will complete a checklist at the end of each semester for each for each special education student he teaches. The checklist will be given to the special education teacher for study and for placement in the student's cumulative record. This checklist will be provided by the special education teacher.
 - e. Reasonable modifications in teaching and testing methods necessary for the special education student to feel successful in a regular class should be made through the cooperation of the regular class teacher and the special education teacher. Modifications may include use of alternate instructional materials, tutoring by teacher or another student, increased time allowance for completion of assignments, oral presentation of tests or quizzes, use of concrete activities to teach abstract concepts, or grading only content of written assignments (not spelling or handwriting) where writing skills are not the objective.
2. In courses taught by a special education teacher, the following guidelines apply.
 - a. The grade will be partially determined by the degree to which the student reaches the objectives set for him at the beginning of each nine weeks and at the beginning of the year.
 - b. The grade will be partially determined by the teacher's rating of the student's progress compared with his potential for achievement. Whenever possible, this rating should be based on objective data.
 - c. Special education students may make "A's" for low achievement-level work provided the "A" actually does represent excellent work at that level.

- d. At the end of the year, special education teachers will submit a list of objectives met by the special education student for inclusion in the student's cumulative record; this list of objectives may be taken from the student's IEP, or it may be a separate checklist or other report.
3. In occupational skills courses, the following guidelines apply.
 - a. The grade will be partially determined by the degree to which the student reaches the objectives set for him at the beginning of each nine weeks and at the beginning of the year.
 - b. The grade will be partially determined by the teacher's rating of the student's progress compared with his potential for achievement. Whenever possible, this rating should be based on objective data.
 - c. At the end of the year, the occupational skills teacher will submit a list of objectives met by the special education student for inclusion in the student's cumulative record.
 4. EMR, LD, and ED students will receive report cards identical to those given students in regular classes. Grades will be written just as they are for students in regular classes.
 5. Special education students may receive any grade that regular students receive.
 6. In grades K through 7, grades levels must be indicated in the major subject areas of reading, language and math.
 7. It is also important to challenge special education students toward their best performance.

D. Communication

1. Teachers must communicate with parents when a child is working below grade level to ensure that the grades are interpreted accurately and that the parents understand the child may need extended time in the grade.
2. Teachers should make sure that parents of special education students understand the achievement level represented by the grade and that these grades should not be compared with those of students in regular classes.
3. Regular classroom teachers of special education students should include a supplementary report in addition to the report card whenever appropriate. This

explanation may include objectives and special problems or accomplishments of the student.

4. Special education teachers and occupational skills teachers of special education students will include a supplementary report to parents in addition to the report card, indicating specific objectives for the grading period and any additional information concerning the student's progress or problems.
5. A record indicating the type of communication and dates should be maintained.

E. Program

1. Teachers should vary the instructional program for those repeating a grade. This is very important in those subjects previously passed.
2. Subjects such as spelling should include several vocabulary skills extending beyond rote memorization of spelling words.
3. When needed, achievement-level instructional grouping should be done in all subject areas.

F. Incomplete Grade

1. Generally, an incomplete grade shall not be issued for any grading period except in a hardship circumstance as determined by the teacher.
2. The principal may require prior approval of all such incomplete grades.
3. In the event that a student is issued an incomplete grade for a grading period, the student is permitted no more than ten school days into the following grading period to arrange with the teacher(s) for any and all make-up work.
4. Make-up work is permitted only for excused absences/tardies as defined in the policy on attendance.
5. In every case, all make-up work must be completed by the end of the next grading period or the grade on the incomplete work is recorded as failing and the grade for the grading period averaged accordingly.

6. In the event a student has an excused absence(s) from a semester examination, the student shall be permitted one school day per day of excused absence(s) to make up the semester examination.

7. Normally, an incomplete grade(s) permitted for the fourth and final grading period must be made up by the end of the final teacher work day for the session. As approved by the principal, make up may be arranged by the teacher with the student past that date, but before July 1.

Grade Point Average/Class Rank

Rank in class is determined by grade point average. The grade point average is determined by summing the total quality points earned and dividing by the number of courses taken. All courses identified for grades 9-12 are to be considered including those taken at grade 8 or earlier. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course. Such request must be made in writing to the guidance counselor prior to the beginning of the second semester of the student's senior year. However, if a course is repeated in grades 9-12, the grade and course taken at grade 8 or earlier is not recorded on the student's transcript. Quality points for regular classes are assigned as follows:

<u>Grade</u>	<u>Quality Points</u>
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Quality points shall be weighted for advanced placement courses as follows:

<u>Grade</u>	<u>Quality Points</u>
A	5.0
B	4.0
C	3.0
D	2.0
F	1.0

Evaluation (continued)

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